



Description of Mother's Burnout in Primary School Students' Learning Assistance Employing Blended Learning Method During The Covid-19 Pandemic in Ponowaren Village

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ABSTRACT

Background: Blended learning is applied to support the acceleration of limited face-to-face learning (PTM), indirectly causing issues parents to feel when accompanying children to learn, such as exhaustion, low self-accomplishment and elevated emotional feelings that can lead to burnout.

Purpose: This study intended to overview mother burnout in learning assistance for primary school students utilising the blended learning method during the COVID-19 pandemic in Ponowaren Village.

Methods: This examine employed a quantitative method with a descriptive design. This research sample comprises 106 mothers, utilising a simple random sampling technique, and the inclusion criteria were mothers with primary school children and mothers as the primary companion. The data collection instrument applied a Parental Burnout Assessment (PBA) questionnaire and analysed utilised the univariate analysis.

Results: The findings indicated that most mothers' burnout descriptions were in the mild category, totalling 100 respondents (94.3%).

Conclusion: Mothers accompanying their primary school children to learn in Ponowaren Village fall under the light burnout category.

Keywords: Learning Assistance; Mother; Parental Burnout